DOCUMENT RESUME

ED 180 947 SP 014 912

AUTHOR Aichele, Douglas B.
TITLE Oklahoma State University General Guidelines for Pre-Student Teaching Clinical Experiences.
INSTITUTION Oklahoma State Univ., Stillwater.
PUB DATE Aug 79
NOTE 38p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Observation Techniques; College School Cooperation; *College Supervisors; *Cooperating Teachers; *Field Experience Programs; *Preservice Education; Student Attitudes; *Student Teaching; Teacher Attitudes; Teaching Experience
IDENTIFIERS *Early Field Experience

ABSTRACT

These guidelines, designed for use by cooperating public school teachers in student teaching programs, contain the following five components: (1) general objectives for pre-student-teaching clinical experiences; (2) the roles and expectations of university students, university faculty and staff, and public school teachers in preservice clinical experiences; (3) general activities for preservice clinical experiences; (4) techniques for effective observation/participation; and (5) information particular to teacher education at Oklahoma State University. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180947

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Douglas B. Aichele
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OKLAHOMA STATE UNIVERSITY

GENERAL GUIDELINES

FOR

PRE-STUDENT TEACHING CLINICAL

EXPERIENCES

SP014912

Prepared by
Douglas B. Aichele
Director of Student Teaching of Clinical Experiences
Oklahoma State University
Stillwater, Oklahoma
August, 1979

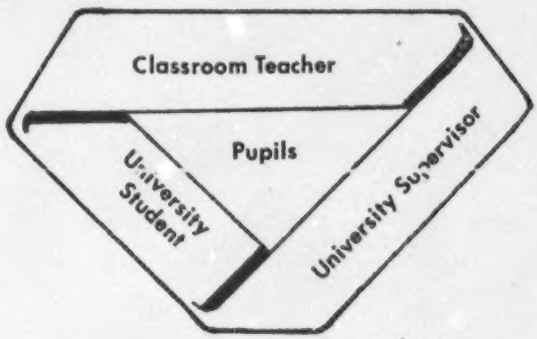
TABLE OF CONTENTS

		Page
INTRODUCTION		i
PART I	- General Objectives of Pre-Student Teaching Clinical Experiences	1
PART II	- Roles and Expectations of University Students, University Supervisors, and Classroom Teachers in Preservice Experiences.	4
PART III	- Description of General Activities for Preservice Clinical Experiences	9
PART IV	- Description of Techniques for Effective Observation/ Participation.	13
PART V	- Teacher Education at Oklahoma State University	27

INTRODUCTION

These Guidelines were prepared primarily for you -- the classroom teacher -- with the intent of helping you get over some of the "rough spots" of pre-student teaching or preservice clinical experiences. As you are well aware, teacher education is a complex undertaking requiring the cooperation of institutional faculty, students, classroom teachers, and administrators.

To emphasize the point, consider the diagram below.



What is it? What does it suggest? Briefly, it is an optical illusion suggesting an ill-defined relationship among university students, classroom teachers, and university supervisors in the school setting. What should be the relationship among these individuals during pre-student teaching clinical experiences?

In general, we regard teacher education as a "partnership" composed of classroom teachers, university supervisors, and university students. While there may be a variety of approaches to preparing teachers, the most important characters involved in the process remain the same. The "ideal" teacher preparation partnership requires a university student, classroom teacher, and university supervisor who are able to develop and maintain an

open channel of communication and trust. The quality of the working relationship of this trio within the regulations of the school setting largely determines the success of the clinical experience.

The objectives of the various parts of these Guidelines are to:

1. Consider the general objectives for pre-student teaching clinical experiences (Part I).*
2. Delineate the roles and expectations of university students, university faculty and staff, and public school teachers in preservice clinical experiences (Part II).*
3. Consider general activities for preservice clinical experiences (Part III).*
4. Describe techniques for effective observation/participation (Part IV).*
5. Provide teachers with information particular to teacher education at Oklahoma State University (Part V).*

Please feel free to contact us with any suggestions you may have for improving preservice clinical experiences.

DBA
Stillwater, Oklahoma

*Much of this material was generated by the participants of the Second Annual Symposium on Teacher Education -- Pre-Student Teaching Clinical Experiences; Oklahoma State University, Stillwater, Oklahoma; April 28, 1979.

PART I

GENERAL OBJECTIVES OF PRE-STUDENT TEACHING CLINICAL EXPERIENCES

Pre-student teaching clinical experiences comprise an integral part of all teacher education programs and are realized through continuous enrollments which commence with the university student's sophomore year and which culminate with the student's teaching internship. These preservice experiences are a blend of field experiences, which include actual participation in observation/instruction activities in the school setting, and supportive on-campus experiences, which usually take the form of seminars emphasizing such topics as effective observation techniques, meeting individual needs (impact of PL 94-142, mainstreaming, multicultural education), motivation, and classroom management. Frequently pre-student teaching clinical experiences are coupled with a particular methods class to enable the university student to experience in the school setting the specific models and/or methods of teaching a subject or discipline.

The general objectives of our pre-student teaching clinical experiences include the following:

1. Acquaint the university student with the role of the classroom teacher by providing the student with opportunities for:
    a. observing several teachers at work in various situations and using a variety of methods
    b. gaining information about school routine
    c. performing "routine" tasks (grading, filing, etc.)
    d. tutoring individual students
    e. working with small/large groups of students

f. viewing the classroom situation from the perspective of a teacher as well as a student

g. observing the amount and kind of work teachers do

h. examining the individual differences in students and determining how to meet individual needs.

2. Facilitate the transition from university student to teacher who plans and provides experiences for children in a school environment by providing the student with opportunities for:

   a. studying the traits of a successful teacher

   b. gaining information about different teaching styles and methods

   c. gaining information about various methods of classroom management and control as well as time management

   d. becoming familiar with the curriculum materials and equipment used in various settings.

3. Provide the preservice teacher with the skills needed to work successfully with students with diverse learning styles in a variety of situations.

4. Support the relevancy of on-campus coursework by providing situations which integrate theoretical principles and practical applications in a classroom environment.

5. Provide the university supervisor, the classroom teacher, and the university student with opportunities to identify the student's areas of strength/weakness and to assess the student's potential for becoming an effective teacher.

6. Provide the university student with an opportunity to assess his/her real interest in the teaching profession and its associated career decisions, e.g., level and/or subject preference.

7. Provide the university student with techniques for effective observation.

8. Provide the university student with an opportunity to affiliate with appropriate professional organizations.

9. Provide the university student with an opportunity to develop a philosophy of education and of dealing with children/adolescents.

10. Provide university supervisors and classroom teachers with an opportunity to promote a stronger unified position in the training of future teachers and in governing the entry of new people into the profession.

While several of the above objectives are best addressed in the classroom setting, others are not. For example, techniques for effective observation can be most easily developed and learned on campus with prepared video tapes; once learned, the techniques can then be practiced in the classroom setting. Therefore, it is particularly important that university supervisors and classroom teachers reflect the spirit of these experiences by cooperating and communicating with each other on a regular basis.

PART II

ROLES AND EXPECTATIONS OF UNIVERSITY STUDENTS, UNIVERSITY SUPERVISORS, AND CLASSROOM TEACHERS IN PRESERVICE EXPERIENCES

Pre-student teaching clirical experiences, which are really not new developments in teacher education, are an outgrowth of the desire to provide the future teachers with an earlier and more realistic perception of the teaching profession. The movement is largely the result of teacher educators - classroom teachers and university faculty - working together to provide meaningful experiences for future teachers. The most valuable clinical experiences are those which integrate classroom or field-based activities with on-campus activities, and it is therefore critical that these two kinds of activities complement each other and jointly motivate the teacher education curriculum.

Classroom teachers and university faculty expect that the preservice student will possess some degree of subject matter competence (depending on his/her progress in the program), will be spirited and excited about the experience and the profession, and will realize that the primary responsibility of the classroom teacher is to his/her pupils. Classroom teachers and university faculty are somewhat anxious about the university student's acceptance into the classroom (especially since these pre-student teaching experiences are usually of short duration), and about the university student's ability to bridge the gap between theoretical and practical perspectives. More specifically, the expectations of classroom teachers and university faculty reside in the following areas:

1. Attitude. The university student should (a) be willing to become involved in the total school program to the extent that time permits; (b) be flexible; (c) be punctual; (d) be dependable; (e) accept the already-established classroom rules and practices and not be unnecessarily critical of the classroom teacher; (f) perform the required observations without interrupting the on-going class; (g) survey the materials in the classroom related to his/her field of study; (h) try to acquire as much knowledge as possible, with regard to instructional procedures, classroom management, and professional competencies; (i) assume responsibilities as designated by the classroom teacher (a variety of routine bookkeeping tasks, tutoring, small-group instruction, and perhaps large-group instruction).

2. Classroom Management. The university student should begin to develop a philosophy for classroom management which reflects the practical and theoretical viewpoints. He/she should be able to manage those groups to which he/she is assigned.

3. Diverse Learning Styles. The university student should be aware of the individual differences among the pupils in the classroom and of the host of different learning styles there. He/she should be able to observe and be part of the environment which reflects multicultural education, the effects of PL 94-142, and mainstreaming.

4. Acceptance by Classroom Teachers. Since the university student is in the classroom on an irregular basis, how will he/she be accepted by the pupils? Will this individual be able to function as a teacher in such a situation?

5. Subject Matter and Pedagogical Competence. Can the university student really bridge the gap between campus academics and the school classroom? Can the university student select educationally sound and relevant materials and present them using a variety of strategies?

The university faculty member or supervisor of a pre-student teaching experience is the liaison between the professional school and the classroom. He/she should be (1) skilled in public relations, (2) an effective facilitator of communication among the involved parties, (3) subject-matter competent and current, (4) able to effectively integrate the university student's field experiences with on-campus activities, (5) knowledgeable of the university's policies/procedures related to teacher education, graduate programs, and certification.

For the pre-student teaching experiences (as for the student teaching experience), the university endeavors to select a professionally-sound and personnally-acceptable situation for the university student under the direct supervision of a master teacher (possessing a Standard Certificate), where there is potential for the student to grow professionally and no danger to classroom students. The university attempts to identify master teachers well-versed in their subject matter areas and interested in contributing to the development of young teachers. Hopefully, these individuals will have had some formal training in the skills of supervision prior to their selection, e.g., completion of C&IED 5740 (Seminar in Teacher Education). A few more general expectations of the classroom teacher are:

1. Adequate Introduction to School Environment. The classroom teacher should introduce the university student to the applicable school policies and particular expectations he/she may have of the student. In this regard, each school district should consider developing a short set of guidelines for their pre-student teaching observers. These guidelines could be supplemented by the individual teacher to include such local issues as (a) names/schedules of other teachers in the department; (b) policies relating to absences, etc.; (c) location of materials and school facilities (Teacher's Lounge, Nurse, films, Fire Drill, Tornado Drill, etc.); (d) the individual teacher's expectations of the student during the experiences, (e) the individual teacher's plans for observing conferencing, providing feedback, and evaluating the pre-student teaching experience.

2. Gradual Involvement. Perhaps the best sequence of involvement progresses from structured observation to one-to-one tutoring to small-group instruction to large-group instruction. The background of a particular student will dictate the nature and extent of these experiences for him/her; probably very few students will be ready for any sustained experiences with the entire class.

3. Open Communication. The classroom teacher should try to establish, within the possible working parameters, an atmosphere conducive to learning for the university student. The university student should feel that the classroom teacher is genuinely interested in his/her professional growth. There should be well-defined periods of conferencing and the initiative for establishing them resides with <u>both</u> the classroom teacher and

the university student.

4. Observation. The classroom teacher should encourage the university student to record the activities and ideas presented in the classroom setting.

5. Involvement of the University Supervisor. Discussions related to any problems should be initiated immediately by the classroom teacher. This is particularly important in pre-student teaching experiences where one of the objectives of the experiences is to assess the potential of aspiring teachers in the school environment. The university supervisor and the classroom teacher are professionals working together with future teachers.

6. Evaluation of the University Student. At the beginning of the experience the classroom teacher will be provided with an evaluation instrument which will be his/her official report. It provides input to the supervisor for determining the university student's grade; it requires the classroom teacher's most conscientious, serious appraisal and recommendation regarding the university student's continuance in the program. Anything less leaves the supervisor unequipped with sufficient input to assign the student's grade. The classroom teacher must be honest, objective, and prompt in his/her evaluation and should remember that a poor evaluation of a university student does not imply that the classroom teacher did a poor job.

Much of the anxiety that classroom teachers feel in relation to university faculty stems from a lack of communication concerning the mechanics or logistics of carrying out pre-student teaching clinical experiences. It is hoped that the General Guidelines for Pre-Student Teaching Clinical Experiences and the General Guidelines for Cooperating Teachers will greatly help to reduce this anxiety and will enable both classroom teachers and university faculty to be more effective teacher educators.

Classroom teachers and university supervisors need to be aware of the constraints and limitations influencing their own and each other's environments. It is hoped that this brief delineation of the roles and expectations of each will encourage open channels of communication between them; this will in turn enhance the chances for professionally-sound experiences for university students. Continued interactions of this kind will promote

a greater spirit of cooperation from which all involved will profit professionally.

PART III

DESCRIPTION OF GENERAL ACTIVITIES FOR PRESERVICE CLINICAL EXPERIENCES

The appropriate activities for pre-student teaching clinical experiences will vary widely depending on the program, on the background and confidence of the university student, and on the type of experience involved. For example, the ON-SITE elementary program includes many more hours of actual classroom experience than other programs. Obviously then, an ON-SITE student will have had an opportunity to participate in a much wider variety of classroom experiences than will a student involved in a different type of pre-student teaching clinical experience.

Observation of on-going teaching in the classroom environment is a critical aspect of any preservice field experience. However, undirected or unguided observation is generally a worthless activity. University students must know what they are looking for and be equipped with techniques to know when they have found it. Training the university student in the techniques for effective observation can probably best be accomplished by the university supervisor in on-campus seminars. It cannot be emphasized enough that students employing observational techniques are trying to learn about the classroom environment and, in some organized way, about what goes on in the classroom. This activity should in no way be construed by the classroom teacher as threatening or as an evaluation of the teacher's adequacy. University supervisors are very sensitive to this issue and genuinely appreciate the classroom teacher's willingness to permit university students to be in the classroom. Along the same line, the classroom

teacher should feel welcome and should be encouraged to attend and contribute to the university supervisor's on-campus seminars with these students. Some of the most beneficial seminars for these students have resulted from the combined input of teachers and supervisors.

Some guidelines for making observation a more beneficial aspect of field experiences are:

1. The university student should use some formal technique for observation in the classroom. (This is such an important and integral part of the whole experience that it is addressed by itself in Part IV.)

2. The observation portion of the experience should be designed to better acquaint the university student with the role of a classroom teacher by including the following:

   a. observing several teachers at work in various situations and using a variety of methods

   b. gaining information about the entire school routine

   c. viewing the classroom situation from the perspective of a teacher as well as a student

   d. observing the amount and kind of work teachers do

   e. examining the individual differences in students and determining how to meet individual needs

   f. gaining information about different teaching styles and methods

   g. gaining information about various methods of classroom management as well as time management

   h. becoming familiar with the curriculum materials and equipment used in various settings.

3. Observation should constitute a relatively small part of the total clinical experience. Rather, participation in the total school environment to the degree encouraged by the classroom teacher is probably more beneficial to both.

Many teachers have found that the gap between observation and active participation can be bridged through the student's <u>involvement in simple bookkeeping tasks</u> such as grading and recording homework/test papers, filing

and organizing material in returning homework/tests, etc. A "reasonable amount" of such routine tasks is appropriate and should be included in the experience so that the university student will gain an understanding of this dimension of a teacher's responsibility. This should be limited, however, to only that which is a learning experience for the preservice teacher.

It is generally agreed that working with children/adolescents is the most important part of preservice clinical experiences and as much time as possible should be devoted to it. Since university students, as learners, possess different experiential backgrounds in working with children/adolescents and manifest varying degrees of confidence, teachers should try to involve them gradually in the classroom activities. For the less confident university students, too rapid an exposure to the entire class could be so overwhelming as to impact negatively on their self-concepts and force premature career judgements. Patience, pre-planning, and a gradual indoctrination will greatly help university students to gain confidence and overcome their feelings of inadequacy.

Several appropriate activities and suggestions in this area are:

1. While the class is involved in some activity, the university student could circulate around the room to help individual students who are having problems and to note how different students are progressing. This will help the university student become better acquainted with the students and their individual differences and abilities, as well as work him/her into the role of a teacher-helper in the classroom.

2. One-to-one tutoring will allow the university student to gain insight into the ways various students think and learn, but university students should probably not be assigned to "problem" students at this stage.

3. Small-group instruction will allow the university student to learn some group control techniques, to design experiences which encourage positive interaction between students, etc.

This should probably only be attempted after the university student has had several successful experiences in a one-to-one situation, has observed how the classroom teacher conducts small group activities, and has planned the activities in some detail with the classroom teacher.

4. There was a wide variety of opinion on the topic of large-group instruction. Some teachers believe that university students should not be expected to work with the entire class until their student teaching experience. Others believe it could be an appropriate experience, depending on the background and goals of the university student, but only after the student has had a considerable amount of experience working with children/adolescents. If the university student does become involved in large-group instruction, he/she should begin with well-defined, relatively simple tasks (teaching a new song, reading a story, etc.) before moving on to areas such as reviewing for a test, introducing new material, or leading a discussion.

Our intent in this section has been to identify and describe several general field-based activites - observation, involvement in routine tasks, and gradual increased participation with children/adolescents. Many Oklahoma State University teacher education programs delineate far more specific activities that university students are expected to accomplish during pre-student teaching clinical experiences. These materials are distributed directly to teachers working with students from those programs.

PART IV

DESCRIPTION OF TECHNIQUES FOR EFFECTIVE OBSERVATION/PARTICIPATION

It is most important for university students to be given opportunities for observing the entire spectrum of the school environment and general activities for accomplishing this objective have been identified earlier in this paper. A number of techniques are designed for observing specific situations such as:

a. self-awareness and self-evaluation

b. peer behaviors

c. pupil behaviors in the classroom

d. model teacher behaviors

e. pupil-teacher interaction in the classroom

University students seem to profit greatly from the opportunity to present short lessons to their peers with video, and sometimes just audio, taping equipment. Oklahoma State University is one of many universities which have microteaching facilities to enable their students to take advantage of these technological advances. Many public schools also have videotaping equipment or VTR units which can be used by school personnel for recording the classroom performance of teachers, interns, and pupils. In addition, Oklahoma State University has a collection of video tapes focused on many preservice teacher education issues, such as management, and conferencing and evaluation, as well as on real-life classroom situations. These tapes are analyzed by the university students and provide a basis for discussions during on-campus seminars.

Systematic observation is conducted objectively according to predetermined rules and established procedures regardless of the situation. There are a great variety of methods of observation. Most of them have the following elements in common:

a. A Focal Point - Teacher behavior; pupil response to instruction; materials used; etc.

b. Units of Observation - Ten-minute intervals; 30-second intervals; etc.

c. Observational Setting - On the playground; inside the classroom; etc.

d. A Recording Device - A recordsheet; tape recorder; video tape recorder.

In relation to more field-based activities, such as observing pupil behaviors, model teacher behaviors, and pupil-teacher interactions, the Stanford Teacher Education Project devoted much effort toward refinement and development of a list of observable teaching skills. Although this list is by no means exhaustive, it provides a valuable source for observation categories. It has also been used successfully in microteaching programs which attempt to break down the complex act of teaching into simpler components to make the learning task more manageable for the beginner. A summary of the teaching skills from the Stanford Teacher Education Project is given below.[1]

1. Establishing Set. The term set refers to the establishment of cognitive rapport between pupils and teacher to obtain immediate involvement in the lesson. Experience indicates a direct relationship between the effectiveness in establishing set and effectiveness in the total lesson. If the teacher succeeds in creating a positive set, the likelihood of pupil involvement in the lesson will be enhanced. For example, one technique for inducing positive set is through the use of analogies that have characteristics similar to the concept, principle, or central theme of the lesson. By

[1]"Microteaching." ATE Bulletin, 1971, pp. 20-23.

training interns (student teachers) in set induction procedures and having them apply these procedures in microteaching sessions, their subsequent classroom teaching is significantly improved.

2. Establishing Appropriate Frames of Reference. A student's understanding of the material of a lesson can be increased if it is organized and taught from several appropriate points of view. A single frame of reference provides a structure through which the student can gain an understanding of the materials. The use of several frames of reference deepens and broadens the general field of understanding more completely than is possible with only one. For example, the Emancipation Proclamation becomes more meaningful to the student when it is understood from the frames of reference of the Northern white abolitionist, the Southern white, the Negro slave in the seceded South, the free Negro, the European clothing manufacturer, and the political leader of England, and as an example of the reserved powers of the American President, then if it is discussed simply as the document issued by Lincoln which freed slaves. Interns can be trained to become more powerful teachers as they are taught to identify many possible frames of reference that might be used in instruction, to make judicious selection from among them, and then to present them effectively.

3. Achieving Closure. Closure is complementary to set induction. Closure is attained when the major purposes, principles, and constructs of a lesson, or portion of a lesson, are judged to have been learned so that the student can relate new knowledge to past knowledge. It is more than a quick summary of the ground covered in a lesson. It pulls together the major points and acts as a cognitive link between past knowledge and achievement. Closure is not limited to the completion of a lesson. It is also needed at specific points within the lesson so that pupils may know where they are and where they are going. Experience indicates that interns can be trained in this skill.

4. Using Questions Effectively. The ability to ask provocative, answerable, and appropriate questions, and thus to involve pupils actively, is one of the critical skills in teaching. The microteaching clinic has proved to be an effective means for developing this skill. Novice teachers tend to ask questions which are either so general as to be vague and impossible to answer satisfactorily or so specific that they require a one-word "fill-in" response which tends to kill further responses. This conclusion is based upon observation and analysis of more than two hundred television recordings of classroom lessons. Exercises for use in the microteaching clinic have been devised to build proficiency in preparing

and using questions--factual, conceptual, thought-provoking, discussion-stimulating, heuristic questions. The procedure is, first, to instruct the intern in skillful questioning techniques and, second, to have him view videotaped demonstrations of skillful practice. He then applies these techniques in microteaching sessions. Through supervisor and student feedback and by viewing videotapes of his practice sessions, the intern is helped to correct faulty responses and to consolidate his effective practices.

a. Probing Questions. Probing requires that teachers ask questions that require pupils to go beyond superficial "first-answer" questions. This can be done by asking pupils for more information or more meaning; requiring a pupil to rationally justify his response; refocusing the pupil's or class's attention on a related issue; promoting the pupil or giving him hints; and bringing other students into the discussion by getting them to respond to the first student's answer.

b. Higher Order Questions. Higher order questions are defined as questions which cannot be answered from memory or simple sensory description. They call for finding a rule or principle rather than defining one. The critical requirement for a "good" classroom question is that it prompts students to use ideas rather than just remember them. Although some teachers intuitively ask questions of high quality, far too many overemphasize those that require only the simplest cognitive activity on the part of the students.

c. Divergent Questions. These questions are characterized by the fact that there are no "correct" answers. They are usually open-ended questions. They require the students to think creatively, to leave the comfortable confines of the known, and to reach out into the unknown. They ask students to make hypotheses and use their imaginations to reorganize concepts into novel patterns.

5. Recognizing and Obtaining Attending Behavior. Interns can be trained to become more sensitive to the classroom behavior of pupils. The successful experienced teacher, through visual cues, quickly notes indications of interest or boredom, comprehension or bewilderment. Facial expressions, directions of the eyes, tilt of the head, and bodily posture offer commonly recurrent clues which make it possible for the skilled teacher to evaluate his classroom performance according to pupil's reactions. He can then change his pace, vary the activity, introduce new instructional strategies, and improve the quality of his teaching. Unlike his more experienced counterparts, the intern teacher has difficulty perceiving and interpreting these

visual cues. Through 16mm motion picture films, 35mm still picture protocols of classroom, and video tape recordings of interns in microteaching sessions, supervisors are able to sensitize interns to visual cues of pupils' attending and nonattending behavior.

6. Control of Participation. Microteaching sessions enable interns to analyze the kinds of pupil-teacher interaction which characterize their teaching. Control of pupils' participation is one important variable in successful learning for the pupils. Microteaching sessions provide an opportunity for interns to practice different techniques for encouraging or discouraging classroom interaction and to gain insight into the causal relationship between a series of teacher-pupil interactions. When an intern develops the skill to analyze and control the use of his accepting and rejecting remarks, his positive and negative reactions, his patterns of reward and punishment, he has taken a major step toward effective teaching.

7. Providing Feedback. The feedback process in the training of teachers may be simply stated as providing "knowledge of results." Interns often ignore the availability of information accessible during the lesson. Questioning, visual cues, and informal examination of performance are immediate sources of feedback. Interns can be taught appropriate techniques to elicit feedback from students and to modify their lesson accordingly. Teachers unconsciously tap a variety of feedback sources, but unless they are sensitized, they tend to rely unevenly on a limited number of students as "indicators" and to rely on a restricted range of feedback cues.

8. Employing Rewards and Punishments (Reinforcement). Reinforcing desired pupil behavior through the use of reward and punishment is an integral part of the teacher's role as director of classroom learning. Substantial psychological evidence confirms the value of reinforcement in the learning process. The acquisition of knowledge of specific techniques of reward and punishment and the development of skill in using them appropriately in specific situations is most important in training a beginning teacher. Experience indicates that interns can acquire skill in reinforcement of pupil learning through microteaching practice.

9. Setting a Model. The importance of analyzing and imitating model behavior is a basic assumption supporting the use of observation in a training program. Because of the brief, simple character of the microteaching situation, it is possible to provide good models of specific technical skills as an integral part of training. Models can be brief and relatively focused, hence more easily analyzed and imitated. Two levels of skill

can be identified--the ability to analyze behavior and the ability to imitate it successfully. The hypothesis, as yet untested, is that interns can be trained to improve their ability to analyze and imitate teaching models. Such skills, it is reasoned, will open a wider range of alternatives and provide for more effective self-perception.

10. Silence and Nonverbal Cues. This skill is designed to allow the teacher to control and direct classroom discussions without talking. Nonverbal communication is one of the most neglected means of teacher-student communication, but one of the most powerful. The skill focuses on the controlled use of teacher silence to get students to speak and on techniques of nonverbal communication.

11. Cueing. This skill is designed to give the teacher much more control over the success experience a student has in answering a question or in making a comment. By cueing him ahead of time and through the kinds of cues given, the teacher can greatly increase his chances of making a worthwhile contribution to the class.

12. Stimulus Variation. This skill deals with both verbal and nonverbal techniques of stimulating students in order to preclude boredom and apathy in the classroom. It is basically concerned with the teacher varying his behaviors in order to keep the students attentive and alert.

13. Lecturing. Training in some of the successful techniques of lecturing is the focus for this skill. Delivery techniques, use of audiovisual materials, set induction, pacing, closure, planned repetition, and other skills related to lecturing are included. Rather than saying that lecturing is bad as an instructional technique, this skill tries to consider when it is effective to lecture and how to lecture effectively.

14. Use of Examples. The use of examples is basic to good, sound, clear teaching. Examples are necessary to clarify, verify, or substantiate concepts. Both inductive and deductive uses of examples include starting with simple examples relevant to students' experience and knowledge, relating the examples to the principles or ideas being taught, checking to see if the objectives of the lesson have been achieved by asking students to give examples which illustrate the main point, and using analogies and metaphors to relate the unknown to the known or to liven up the examples.

15. Planned Repetition. The purpose of this skill is to clarify and reinforce major ideas, key words, principles, and concepts in a lecture or discussion. The use of planned repetition is a powerful technique in focusing and highlighting important

points and in describing them from different points of view. Improper use of this skill can cause confusion and poor learning among students, while proper use can direct their attention to points which the teacher wishes to emphasize. The skill focuses on techniques of literal repetition--simple repetition, spaced repetition, cumulative repetition, and massed repetition.

16. Completeness of Communication. Although the importance of and the need for clear communication are blatant, clarity is not often the guiding principle in actual communication. Sensitivity training on the importance and the difficulty of being understood is the focus of this skill. Sensitivity training in the skill of communicating with others will hopefully produce teachers who are more responsive to possible miscommunication.

To guarantee that observations of actual teaching are most valuable, certain basic principles seem apparent. They are:

1. Observations of activities that have a specific intent or purpose that is known to the observer and the individual being observed.

2. Observations that are pre-planned and organized.

3. Observations in which the individuals involved are aware of the purpose(s) of the observation.

4. Observations for which the university supervisor has exercised leadership and prepared the student for the observation.

5. Observations conducted so that the observer is not a factor in the success/failure of what is observed.

6. Observations that permit an accurate and objective recording of the behaviors elicited.

7. Observations that allow for discussion after the activity has been completed and an analysis of the purposes for which the observation was made.

Specific observational techniques vary from the most simple (remembering what occurred) to the much more complicated and sophisticated approaches requiring modern media recording equipment. Some of these techniques are:

1. Memory. This technique requires that the observer simply remember or recall what he/she observed during the observation period.

2. Anecdotal Recordings. This technique requires that the observer write down complete notes of what transpired and the context in which it transpired. While better than the memory technique (why?), the major drawback is that the observer cannot keep up with the pace of the instructor and becomes frustrated. If the observer is persistent, it does provide a complete record of the observation period.

3. Brief Notes and Comments. The observer records only brief statements, phrases, or questions during the observation period. Sometimes this technique is referred to as "split-half" technique as the observer records the information concerning teacher behavior on one half of the page and the information related to student behavior on the other half. A stenographer's note pad is ideal for this kind of recording.

4. Instructional Analysis Systems. The notion of structured recording of verbal interaction in the classroom is not new. However, until the work of Ned Flanders appeared in the 1950's, there was really little general acceptance of the concept. More recently, there has been considerable research done on the topic. While we cannot here explore the plethora of instruments designed to analyze verbal interaction in the classroom, a brief bibliography is included at the end of this section for individuals desiring to explore the topic further. There seem to be some real precautions that should be taken prior to employing any of these techniques: (1) the person being observed must understand the instrument being used and must not feel threatened by being observed; (2) the observer must be trained in the use of the instrument; (3) value judgements about good/bad teaching behavior must be avoided; (4) there should be several observations using the instrument to minimize the defense aspects of being observed.

   The specific categories associated with Flanders Interaction Analysis follow.

FLANDERS CATEGORIES FOR INTERACTION ANALYSIS

Teacher Talk	Indirect Influence	*1. Accepts Feeling: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
		*2. Praises or Encourages: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "um hm?" or "go on" are included.
		*3. Accepts or Uses Ideas of Student: clarifying, building or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category five.
		*4. Asks Questions: asking a question about content or procedure with the intent that a student answer.
	Direct Influence	*5. Lecturing: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions.
		*6. Giving Directions: directions, commands, or orders with which a student is expected to comply.
		*7. Criticizing or Justifying Authority: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
Student Talk		*8. Student Talk--Response: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
		*9. Student Talk--Initiation: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		*10. Silence or Confusion: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

* There is no scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale.

Ned A. Flanders, "Intent, Action and Feedback: A Preparation for Teaching," The Journal of Teacher Education, September, 1963, pp. 251-260.

The intent of this section has been to provide a very cursory introduction to several techniques for observation and the roles they play in preservice clinical experiences. Faculty typically train their students during on-campus sessions to use one or more of these instruments. No one observation instrument is suggested since any one instrument would not accommodate the needed flexibility among teacher education programs nor among all of the types and kinds of activities being observed.

Example 1, which follows, is a program's observation instrument which is really a combination of several of the techniques described above. First, it utilizes the categories developed by Flanders but does not employ the Flanders Interaction Analysis systematic recording approach. Instead, students are asked to record their observations under "comments" according to the Flanders categories. Second, students provide a written statement elaborating upon their observations and describing the activities they participated in during their visit.

Example 2 directs the students' observations in certain areas and requires them to respond to specific questions.

EXAMPLE 1

Observation Report Form
C&IED 371.0

Observer: _____ Classes Observed: _____

Date: _____

Instructions: There are really two parts to this report. Complete both parts and turn them in to me no later than the Friday of the week in which the observation occurred.

Part I - Flanders Categories for Interaction Analysis[1]

Comment on the observed behaviors in your classes according to the categories below.

			Comments
Teacher Talk	Indirect Influence	1. Accepts Feeling: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.	
		2. Praises or Encourages: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying, "um hm?" or "go on" are included.	
		3. Accepts or Uses Ideas of Student: clarifying, building or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category five.	
		4. Asks Questions: asking a question about content or procedure with the intent that a student answer.	
	Direct Influence	5. Lecturing: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions.	
		6. Giving Directions: directions, commands, or orders with which a student is expected to comply.	
		7. Criticizing or Justifying Authority: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.	
Student Talk		8. Student Talk--Response: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.	
		9. Student Talk--Initiation: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.	
		10. Silence or Confusion: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.	

Part II - Open-ended Description

Elaborate on information provided in Part I. Also, the activities you participated in (e.g., tutoring, paper grading) during this observation. Respond on the back of this page.

[1] From Ned A. Flanders, Analyzing Teacher Behavior, Mass: Addison-

EXAMPLE 2.

C&IED 2450

Your Name _____

Level Observed _____

Observation of

Interpersonal Interactions

In relation to the following make general observations, but also be especially aware of an "isolate" and a "star" and include some detailed observations of 2 or 3 individuals.

Consider these questions:

1. What type of Teacher-Child Interaction exists?

   a. questions-answer (direct questions; open ended questions, etc.)
   b. individual instruction from teacher
   c. bdhavior guidance from teacher
   d. game playing with teacher
   e. others

2. What activities are planned which encourage positive interaction between the students and the teacher?

3. How does the teacher convey to the student that (s)he values them as individuals? (note several ways)

4. Sketch a simple map of the room with an "X" for the area where the teacher spends most of her time, a "*" for the stars and a "O" for the isolates. Comment on any patterns you might see from your map.

5. What types of Child-Child Interactions exists?

   a. questions-answer (information seeking)
   b. conversation
   c. game playing
   d. social play (associative; cooperative)
   e. aggressive-verbal (name calling)
   f. aggressive-physical
   g. touching
   h. other

6. What activities are planned which encourage cooperation between the students?

7. What activities are planned (or situations occur) which causes the students to have a more positive attitude toward their fellow students?

8. Pick one child and count the number of interactions for this child for a certain period of time (5 minutes). Record who initiates these interactions. Are they positive, neutral, or negative from the child's perspective?

9. Which types of interactions enhance classroom learning? Which types disrupt the classroom routine?

10. How would you go about facilitating classroom interactions which enhance learning? which enhance a positive attitude?

References

1. Amidon, E.J., and J.B. Hough. Interaction Analysis Research and Theory. Palo Alto, California: Addison-Wesley, 1971.

2. _____. (Editors). Interaction Analysis: Theory, Research, and Application. Reading, Mass: Addison-Wesley Pub. Co., 1967.

3. Aschner, M.J. "The Analysis of Verbal Interaction in the Classroom." In A.A. Belloch, ed., Theory and Research on Teaching. New York: Teachers College, 1963.

4. Brandt, . Studying Behavior in Natural Settings. New York: Holt, Rinehart and Winston, 1972.

5. Flanders, N.A. Analyzing Classroom Behavior. Palo Alto, California: Addison-Wesley, 1965.

6. _____. Analyzing Teacher Behavior. Palo Alto, California: Addison-Wesley, 1965.

7. _____. Interaction Analysis in the Classroom. Ann Arbor: School of Education, U. of Michigan, 1974.

8. Flanders, Ned. "Teacher Influence in the Classroom." In A.A. Belloch, ed., Theory and Research on Teaching. New York: Teachers College, 1963.

9. Fox, Robert, Margaret Luszki, and Richard Schmuck. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, Inc., 1966.

10. Furst, Norma, J.T. Sandefur, Alex Bressler, and Donald Johnson. Interaction Analysis: Selected Papers. Association of Teacher Educators Research Bulletin #10. Washington: The Association, 1971.

11. Good, Thomas L. and Jere E. Brophy. Looking in Classrooms. New York: Harper & Row, 1973.

12. Kryspin, William and John F. Feldhusen. Analyzing Verbal Classroom Interaction. Minneapolis: Burgess Pub. Co., 1974.

13. Medley, Don and H.E. Mitzel. "Measuring Classroom Behavior by Systematic Observation." In N.L. Gage, ed., Handbook of Research on Teaching. American Educational Research Association. Chicago: Rand McNally, 1963.

14. Nash, Roy. Classroom Observed: The Teacher's Perception and the Pupils Behavior. Boston: Routledge & Kegan Paul, 1973.

15. Ober, Richard L., Ernest L. Bentley, and Edith Miller. Systematic Observation of Teaching: An Interaction Analysis-Instructional Strategy Approach. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

16. Rosenshine, B. and Furst, N. "The Use of Direct Observation to Study Teaching." In R. Travers (ed.), Second Handbook of Research on Teaching. Chicago: Rand McNally, 1973.

17. Simon, A. and E.G. Boyer (editors). Mirrors for Behavior I: An Anthology of Classroom Observation Instruments (ERIC Access No. ED 029 833).

18. _____. Mirrors for Behaviors II: An Anthology of Observation Instruments. Philadelphia: Research for Better Schools, 1970.

PART V

TEACHER EDUCATION AT OKLAHOMA STATE UNIVERSITY

This part of the Guidelines discusses some of the policies and procedures related generally to teacher education and specifically to pre-student teaching clinical experiences and certification at Oklahoma State University.

Background. Teacher certification in the State of Oklahoma is the responsibility of the State Department of Education. As such, minimum certification requirements for teacher education programs have been determined by the Oklahoma State Department of Education and these minimum program requirements are in turn interpreted by the state colleges/universities of Oklahoma. Typically, each state college/university of Oklahoma offering teacher education programs has a central agency responsible to the State Department of Education. At Oklahoma State University, the Council on Teacher Education is responsible for leadership in developing teacher education programs and serves as liaison with the State Department of Education. Council members include elected faculty of each of the colleges and divisions of the University, students, and representatives from the organized teaching profession.

A curriculum committee exists for each of the certification programs at Oklahoma State University; the membership of a curriculum committee is drawn in part from the Council on Teacher Education, with additional members representing the organized teaching profession, students (past and present), and the several disciplines contributing to the curriculum for that particular program. Each curriculum committee, with due consideration for minimum

requirements established by the State Curriculum Committee, recommends course requirements for the Oklahoma State University certification program in that particular area. Approval by both the Council on Teacher Education and the President of the University gives official status to the committee recommendation. A program approved by the Council on Teacher Education and the President of the University must be approved by the State Department of Education. After a program is accepted by the State Department of Education, the university is authorized to recommend for certification by the State Department those students who have met the requirements for the approved program.

Since the requirements for teacher certification are a function of the State Department of Education and the requirements for graduation from Oklahoma State University are a function of the student's college, the "certification - graduation" misconception is sometimes encountered by students. That is, the requirements for State certification and the requirements for graduation from the university need not be the same. Depending upon individual preferences, a student may elect to pursue a degree program offered through the College of Arts and Sciences, for example, rather than the College of Education, or vice versa. Regardless of the differences among particular college degree requirements, there is only one set of approved State certification requirements for each program for Oklahoma State University. This university-oriented approach to teacher education permits the student maximum flexibility in selecting the college, and hence degree program, with which he/she wishes to affiliate. So, the degree/certificate programs really allow the student to qualify for two credentials, i.e., a college degree and a teaching certificate, at the same time.

Admission to Teacher Education. Since teacher education is university-wide in scope, a student must make application for admission to Teacher Education as early in his/her course of study as possible, but not before completion of 40 credit hours of coursework. While the specific admission requirements are not important here, they basically include measures of academic achievement and speech proficiency. Admission to Teacher Education is not unconditional and students must continue to exhibit acceptable progress in their programs.

Placements for Pre-Student Teaching Clinical Experiences. The Oklahoma State University placement philosophy is simply to try to identify teachers who are willing to cooperate in providing professionally beneficial experiences for University students. Since these experiences are taken concurrently with on-campus coursework, the Office of Student Teaching and Clinical Experiences encounters the challenge of coordinating public school and university class schedules.

The individual faculty supervisors are responsible for securing information from the university student and compiling a request to the school district. These requests are then forwarded to the Office of Student Teaching and Clinical Experiences where they are recorded and forwarded to the specific school district. It would be impossible here to describe one single procedure surrounding the school districts' approval of requests as virtually every school district has its own system. For example, some districts seriously consider the request, counsel with the teacher requested and secure his/her approval, and then render a decision; others automatically approve the request and the classroom teacher is often surprised when the university student arrives! So, while it would be impossible to characterize

school districts' approval mechanisms, an individual teacher should be familiar with his/her own.

When confirmation of a request has been received from the school district, the Office formally notifies the faculty supervisor who in turn notifies the university student.

These General Guidelines for Pre-Student Teaching Clinical Experiences has been prepared by the Office of Student Teaching and Clinical Experiences and is forwarded to each teacher who is working with a university student. In addition to these Guidelines, several program areas have prepared highly specialized supplements for their teachers. Classroom teachers should feel free and are encouraged to discuss them with the faculty supervisors as they are largely responsible for preparing them. These Guidelines are prepared and distributed in the spirit of assisting all of the members of the teacher educational partnership.

Supervision and Evaluation. University faculty responsible for coordinating pre-student teaching clinical experiences usually have student teaching supervision responsibilities as well in the same location or at least in the same school district. In this way, more frequent contact is possible between cooperating teachers and faculty and allows them to become better acquainted. Just as with the student teaching experience, it is hoped that cooperating teachers and faculty supervisors involved in the pre-student teaching clinical experiences feel that they are members of the same team complementing the practical and theoretical positions they represent.

In some preservice experiences, more emphasis is placed on field-based activities, while in others there is a greater emphasis on campus-based

activities. The particular balance needed to meet the objectives of the experience is determined largely by the supervisory faculty and classroom teachers. It is difficult, therefore, to directly compare the specifics of one program's clinical experiences with another. We can only attempt here to identify the commonalities of these experiences.

Communication between the university faculty supervisor and the classroom teacher is, as with the student teaching experience, crucial to a successful pre-student teaching experience. Faculty are encouraged to consult with classroom teachers and share their course syllabi in an effort to make these experiences more realistic.

The classroom teacher is in the best possible position to observe the university student in a field setting, to provide this input to the university supervisor, and to prepare a written evaluation of the university student's performance in the field setting. It is absolutely necessary that the classroom teacher be willing to assume this responsibility for evaluation as part of his/her role since this input is vital in guaranteeing and promoting quality in teacher education. A teacher concerned about admitting only qualified new teachers to the profession should take his/her role in preservice experience very seriously, particularly in relation to giving prompt, constructive feedback to the university student and supervisor during the experience and objective written evaluation of the student's experience at the end. In instances where problems have been identified, more extensive feedback will obviously be required of the supervisor and classroom teacher.

The formal, final evaluation is less structured for pre-student teaching experiences than for student teaching experiences. This is due largely to the extremely individual nature of these experiences and the role they

play in a particular discipline's overall teacher education program. So, there is a great deal of flexibility in the evaluation instrument used. There are, nonetheless, some common features regardless of the disciplines. These are:

a. a summary of the university student's involvement in the experience

b. a check-list evaluation of the experience

c. an open-ended or free-response evaluation of the experience

d. an assessment of the university student's potential as a teacher and a recommendation regarding his/her retention in the program.

This formal evaluation provides valuable and necessary input to the university supervisor in the determination of the university student's final grade for the experience. The information provided in the evaluation instrument should reinforce and document the experience. Sometimes, classroom teachers do not report their true feelings on the evaluation instrument because they fear they will damage the student's chance to continue in the program. The real effect of this is to "pass the buck" to a colleague (the university supervisor) who depends upon the classroom teacher for a professional judgement and who is obliged to accept the evaluation at face value and probably ultimately continue the student in the program. The end result is really the sad part; i.e., a poor student teacher gains entrance to the profession while members of the profession abrogate their responsibilities and watch in awe. The justice occurs perhaps when all concerned are candidates for the same teaching position! Thus, a plea--the classroom teacher should complete the evaluation instrument honestly and professionally and return it promptly so that it can be utilized by the university supervisor for consideration in grade determination. Promptness is very important

too, as evaluations received after the cut-off date for submission of grades are of little value to university supervisors.

If the classroom teacher wishes the university student to view the completed instrument or to participate in completing the instrument, he/she should inform the student to this effect. Students are aware of the instrument and its use as a guideline during the experience. The policy of the Office of Student Teaching in this regard prohibits a sharing by this Office of the completed instrument; it is regarded as privileged information between the classroom teacher and university supervisor unless the classroom teacher elects otherwise.

In summary, teacher education at any institution is a complex undertaking requiring the cooperation of the institutional faculty, students, classroom teachers, and administrators. We hope that the policies of the Office of Student Teaching and Clinical Experiences support and encourage a quality experience for our students and offer classroom teachers opportunity for professional growth.